

Middle School Initiative

**PART I
COVER SHEET**

CAP 6 SEMESTER 1 WEEK 3

COURSE: Logistics Officer Leadership Laboratory, Achievement 15

LESSON TITLE: Additional Teaching Techniques

LENGTH OF LESSON: 50 Minutes

METHOD: Informal Lecture - Discussion

REFERENCE(S):

1. *Leadership: 2000 and Beyond*, Volume III, Chapter 14
2. US Air Force Manual 36-2236, *Guidebook for Air Force Instructors*, Chapters 15, 16, and 18, 15 Sep 94

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S): None

COGNITIVE OBJECTIVE: The objective of this lesson is for each cadet to understand the use of the case study method, teaching interview, and panel discussions as additional teaching techniques.

COGNITIVE SAMPLES OF BEHAVIOR: Upon completion of this lesson, each cadet will have become aware of several additional teaching techniques that will enhance their instructional abilities.

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

Middle School Initiative

PART II TEACHING PLAN

Introduction

ATTENTION: *"Learning is continuous with no cap or ceiling on how well the graduate may be prepared to handle new responsibilities. Right answers and ways of doing things often do not exist in education - only better or worse ones."*

- Dr. John A. Kline
Air University Review, Jan-Feb '85

MOTIVATION: *"What has been will be again, what has been done will be done again; there is nothing new under the sun."*

- Ecclesiastics 1:19

Paraphrased - What goes around, comes around.

OVERVIEW: Our class today will be on additional teaching techniques. Some of them have already been used in our classes but have not really been discussed. First, we will look at the case study method of instruction then move onto the teaching interview and panel discussion modes.

TRANSITION: Much of your learning process has been through the use of the lecture - discussion method. At times it has been demonstration - performance and on occasion some sort of problem solving method that may have used what we will be covering today. Each method has its place in the education and training of our people. The more you know about each "mode" better prepares you for your role as a leader and manager.

Body

Instructor's Note: Further information on the case study method may be obtained from Chapter 15 of AFM 36-2236, or any other literature on this method. Development beyond this point shall be at the discretion of the instructor.

MP 1 What is a case study and what does it do for you as a learning process? The case study method of instruction presents you with real life challenges. It helps bridge the gap between theory and practice by applying learned concepts and principles.

In some of your instruction you had to solve some problems that were realistic in nature. You had received some theory before hand and now was the time to apply that theory to resolve the class problem. The case method took you out of the role of a passive listener and made you a

partner with me in applying concepts and principles under study. This mode of instruction enabled you to think, reason, and employ data in a logical fashion, just as you would in a real situation.

The case method is a flexible teaching approach. Depending on the course, it could be used throughout the entire curriculum, a specific course, or just a single class. Use of the case method requires that you determine the maturity of your students to assure that they have the necessary deductive reasoning power. It should not be used in a large class presentation. The case method should not be used where a single solution has been accepted as "correct." Case studies do not aid in the development of objectives at the knowledge level, but once the knowledge level has been achieved, the case study is an excellent way for you to progress to higher levels of knowledge.

As you saw in the past, the principle advantage of the case method is to provide you some experience in solving problems. This method provided you an opportunity to gain experience in making decisions and in working with other people. This exposed you to different approaches to solutions of problems. As you learned problem-solving techniques in the classroom, it allowed you to make mistakes, be corrected, and not cause you any embarrassment in an actual on-the-job situation.

Although the cases you worked were imaginary, you encountered situations from real life that helped you learn the process of problem solving, instead of just listening to a lecture on the subject. By interacting with your classmates, you learned to respect the opinions of others. Many times the study cases will not give you all the pertinent facts; you then can learn how to cope with uncertainty. As with real life, we sometimes ask questions and get answers, at other times we can only ask questions.

The process involved in your study of the case method is called the capstone method. In this method, or mode, you were presented with the theory of how to do, and then you were required to apply that theory to hypothetical issues. This method is particularly appropriate when you were started at a lower level of learning and brought slowly but surely to a higher level of learning from a low level of knowledge to a point where you are ready to apply a higher level of knowledge (such as the application level).

TRANSITION: As you can see, the case study method may require you to investigate the case deeply in order to present as many facts as possible. Then again, you may present only part of the facts and require the students to develop more information so that they may make some reasonably valid conclusions. On the other hand, only the barest of facts are available and the students must investigate thoroughly to develop the facts and draw conclusions from that information.

Instructor's Note: Further development of this area, by the instructor, may be done as conditions warrant. See Chapter 16, AFM 36-2236 for developmental material.

MP 2 Another teaching tool that an instructor may use is the teaching interview method. This method is a dialogue in a classroom situation with a recognized expert. The expert is noted

for his knowledge on a particular subject and the instructor draws upon that knowledge through a series of questions. The students learn by observing the interview and by asking questions at the appropriate time.

The teaching interview can be used as a means for achieving planned learning objectives. The instructor's job is to elicit the responses from the expert, which allow you, the student, to reach these desired learning outcomes. The instructor-questioner maintains reasonable control over the action of the expert, this being the primary advantage of the method.

The teaching interview may be used to supplement the instructor's knowledge of a specific subject area. We may be required to instruct a subject in which we are not completely expert. An outsider may then help cover our knowledge gap. Another use of this method may be for curriculum enrichment. What better way to introduce "The Theory of Flight" than by having an aeronautical engineer as an interviewee. This would really add some spice to the subject.

Additionally, the teaching interview may be used as a motivational device and as a problem-solving activity. In these classes you might have a Drug Enforcement Agent in for a class on the illegal use of drugs and an aerospace engineer to solve a problem on why your model rocket does not fly properly.

MP 3 Panel discussions are generally accepted for presenting two or more views on a selected subject. The instructor is normally left out of the discussion after introductions have been made, but may be included as a moderator if sufficiently knowledgeable on the subject being discussed.

Unlike the teaching interview, the panel discussion can provide you, the student, with the pro's and con's of the subject. It provides the student with the basis for abstract ideas, for the airing of multiple points of view, and providing data to form generalizations for you to arrive at conclusions.

MP 4 The teaching interview and panel discussion methods of instruction help to encourage you, the student, in reception and response to the discussed subject. For those of you that are well aware of a specific subject, these methods may aid in the development of higher affective domain levels.

Since these methods are informative only, there are no reasonable means of evaluation available. The only exception to that rule might be a question and answer period included in the class where the quality of a student's question might be used as an indirect evaluation. This would be extremely limited due to the size of the student body.

These methods are generally not responsive to individual needs unless there is the question and answer period. Issues of interest will not surface unless the student is allowed to pursue them in some fashion. By themselves, the methods of indirect discourse do not permit individual needs to be satisfied.

Conclusion

SUMMARY: Our lesson today has been to inform you on additional teaching methods that will increase your teaching abilities. These methods are the case study method, the teaching interview, and the panel discussion. Each method has or will be used during your future CAP career as an instructor.

REMOTIVATION: General George C. Marshall's advice to his WWII commanders applies equally well to those who would lead our services today:

"The truly great leader overcomes all difficulties...the lack of equipment, the lack of food, the lack of this or that are only excuses, the real leader displays his quality in his triumphs over adversity, however great they may be."

CLOSURE: Assure that you end of chapter review is completed and that you re-read your text for increased comprehension. Class is dismissed.

Middle School Initiative

**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this lesson was to acquaint each cadet with some additional teaching techniques that will increase their instructor capabilities.

LESSON QUESTIONS: N/A